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ABSTRACT

The participants in the Training Program on the American Indian Student had 4 major objectives: (1) to obtain a working knowledge of Indian values, culture, unique historical experience in our society and contemporary problems; (2) to develop an attitude of respect and concern for Indian life styles and for the Indian student's need to preserve them, and to preserve his own cultural identity within the dominant non-Indian culture; (3) to develop skills in recognizing the myriad of problems facing the Indian as an applicant to college and as a student striving toward a successful college experience; and (4) to develop programs to meet these problems with solutions compatible with the Indian student's goals. This document presents a general outline and evaluation of the program. Several needs of the program are identified: (1) more Indian registrants; (2) a full-time Administrative Assistant; (3) on-campus living; (4) advanced reading and preparation by registrants; (5) more emphasis on contemporary problems; and (6) workshops. Strengths and weaknesses of the program are listed. It was concluded that the time and money invested in the training program achieved maximum benefits for the participants. (Author/HS)

ED 067996

St. Lawrence University
Canton, New York
13617

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Short-Term Training Program
The American Indian Student in Higher Education

Project Number
71-3085

Director
Dr. Robert N. Wells
Associate Dean of the College
St. Lawrence University
Canton, New York 13617
Area 315/379-5998

Dates
July 12, 1971 to July 30, 1971

HE 003 421

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I. Program Focus

Three objectives of the program were structured from the registrant's point of view.

1. Obtain a working knowledge of Indian values, culture, unique historical experience in our society, and contemporary problems.

2. Develop an attitude of respect and concern for Indian life styles, and for the Indian student's need to preserve them, and to preserve his own cultural identity within the dominant non-Indian culture.

3. Develop skills in recognizing the myriad problems of the Indian as an applicant to college and as a student striving toward a successful college experience. Develop programs to meet these problems with solutions compatible with the Indian student's goals.

While the emphasis of the program was on attitude, which is an absolutely vital factor in any effective relationship with the Native American, the ranking shown is most meaningful as a sequence. With a working knowledge as the basis, a positive, productive attitude toward Indian student development was seen as feasible. With this informed attitude as a new basis, programs could be developed during the three-week period of the training program itself. Should these fail in application at specific schools, however, the informed attitude might serve well as the impetus for the development of new, more locally appropriate approaches.

II.

A. Participants

While we were most pleased with the number of applicants, we would actively seek improvement in two areas:

(1) We would prefer more applicants who are themselves Indian. We have determined to our satisfaction that they are present as educational specialists in sufficient numbers, and those who did attend drew great strength from the program, and imparted a special appreciation to their fellow non-Indian registrants.

(2) We would prefer more specialists in the fields of Continuing and Adult Education, and Counseling as well. The need for these people to attend was well established as the program developed.

1. Selection criteria were utilized as follows:

Standardized Test Scores	not utilized
Academic Attainment	not utilized
Current Position	required
Age	not utilized
Recommendations	preferred
Degrees	not utilized
Interviews	not utilized
Geographical Limitations	preferred

Other criteria were used as follows:

Type of school . . . . . required
Current involvement with Indian Students, Indian Communities, or Indian Educational programs . . . . . preferred
Proximity to Indian communities . preferred

The "current positions" were judged from both directions - from the Indian community which must be the communications and motivation link to the colleges, and from the colleges themselves which must seek, accept, and allow the Indian student to develop.

The school types required were two and four-year colleges or universities.

The selection criteria worked well, but we have identified an important improvement. In the future, we would hope to contact Indian leaders in rural and urban communities, seeking their recommendations for specific individuals and colleges, and for other criteria they might feel important.

2. Participants were primarily from two and four-year colleges and universities, most of which were state-affiliated. Geographically, the group was primarily Northeastern. Positions varied (Appendix D), but proved appropriate.

Twenty percent of the registrants were themselves Indian.

While career plans centered in college administration, many were uncertain whether they would continue in their present specialty. Many indicated a strong interest in working with minority students, or held positions which were oriented in this direction. With the potential for movement of participants through a variety of specialties, we felt the program objectives to be well served. Again, the attitude developed on the basis of a working knowledge can be translated to many situations, and the attitude itself can be promulgated through a variety of job situations held by registrants.

3. The faculty-participant ratio was 1 to 7.

B. The staff may be outlined as follows:

Director:	Dr. Robert N. Wells	(40% Instruction)
Associate Director:	Dr. Jack Frish	(60% Instruction)
Assistant Director:	Mr. Arthur Einhorn	(75% Instruction)
Instructor:	Mrs. Minerva White	(100% Instruction)
Instructor:	Chief John Cook	(100% Instruction)
Instructor:	Mr. Ernest M. Benedict	(100% Instruction)

Lecturers and Consultants are listed in Appendix C.

RELATIVE INFLUENCE OF THE TYPES OF STAFF

Director, Associate Director, Assistant Director

The major impact here was in the form of a sound, basic foundation in Indian history, culture, and contemporary problems.

Instructors

All Mohawk leaders, these staff members proved to be knowledgeable resource people, identifying problems and concerns from the Indian point of view, and highlighting the needs of the Indian student and the Indian community. Providing this important perspective, they kept the program on the track of seeing situations from the Indian's point of view. Additionally, an authenticity was present in these instructors which definitively illustrated to participants that the Indian people have a deep and continuous concern for higher education.

Consultants

This category of staff provided specific, task oriented experience and expertise. This proved true with respect to Indian problems as such, and to administrative skills in particular facets of advanced education.

Lecturers

This group consisted of prominent educators and practitioners in the Indian areas of history, culture, education, and community leadership. They served to reinforce virtually every aspect of the program, from the development of basic knowledge to the application of constructive attitudes toward the Indian student.

Resource people

Personal experience, perceptions, and needs were presented through the participation in the program of these young Indian people - college students, college dropouts, and high school students from the St. Lawrence University Upward Bound program.

C. Activities were varied to a great degree:

Organized classroom lectures

These were effective to the extent that they highlighted for participants the knowledge aspect, which needed development to set the stage for attitudes and subsequent program design.

Group discussions

Usually held following the lectures, these involved the participants and heightened interest. Some did tend to drift from the subject, however, and in the future a closer direction would be advised in order to obtain the greatest benefit from the time invested. These discussions did provide some of the best sessions of the entire program, however. They should definitely be continued, perhaps all under the responsibility of one staff member as moderator.

Workshops

These were organized as groups of 7 people, with the addition of one staff member or consultant as leader. Each group worked informally, but toward the development of a specific plan of action. The participants conducted the necessary research, developed plans, and presented them through the panel format to the total group of registrants.

This proved to be an important and effective part of the training program. The step from thought to implementation is always a most difficult one, and should be initiated in the context of the training program itself. There was not enough time for this aspect of the program however, and it needs to be increased.

Field trips

Visits to the St. Regis and Onondaga reservations were excellent. There was high enthusiasm for this, and the group was well received on the reservations. This proved to be a unique opportunity for participants and staff alike to gain a close exposure to Indian life, and a visit to the community of Mohawks in Syracuse, New York, proved equally valuable.

All visits involved meetings and individual discussions with tribal leaders, education committees, parents, and students.

Films

The reception here was mixed, due to the uneven quality of the films. Some were excellent, and some were poor. We were unable to screen all films, as some were not available for screening. In the future, we will accept only films which can be screened, and which demonstrate a clear benefit to the program.

The films which did prove to be valuable, however, provided excellent opportunities for in-depth discussion. The objectivity of films, both good and bad, proved to be a frequent topic, and served well to illustrate this serious problem in the acceptance and evaluation of data.

Cultural displays and demonstrations

One evening was devoted to Indian music and dancing, while ongoing displays were held throughout the program. Books by Indian authors, and works on a wide range of subjects related to the Indian were displayed, as were artifacts and crafts.

This was well received, and was considered to be a positive contribution to the program. It illustrated another dimension of Indian life, and the Indian's desire and need to preserve his cultural heritage.

1. While no really new teaching techniques were used, the balance of these established means proved very effective.

2. The dates seemed entirely satisfactory, and the duration as well. In total, there was a balance of time available and brevity which gave the opportunity to achieve the program objectives, while maintaining high interest.

3. Structured lectures occupied a high percentage of the program (approximately 65%), but were informal and open in nature. Several factors were brought to bear in this allocation of time, and we feel they remain valid.

(1) The pressure of a relatively short period of time requires structuring to utilize it as efficiently as possible.

(2) The knowledge of history, culture, and contemporary problems is basic to the development of constructive attitudes and programs which meet Indian objectives. This is a broad subject range, and it must be covered in sufficient depth to permit translation to attitude. Structured presentation seems to be the most effective technique in view of the time available. We hope to place some of the basic material on dial-access for future programs, enabling participants to hear lectures of particular concern at their convenience, and repeatedly if desired.

(3) Registrants are strangers to each other, and totally unstructured programs tend to be most effective where individual working relationships can be developed over a period of time.

(4) Participants have varied backgrounds, and are uneven in their depth of understanding and experience at the outset. Especially in the early stages, structured work tends to build common bases from which unstructured work may move effectively.

Participants did express the desire for more discussion time with staff members and with visiting lecturers, however, and these views must be considered in future planning.

4. While there was no pre-planning involvement of registrants this year, their recommendations are an important part of future program design. During this past program, where at all feasible, we worked to implement suggestions throughout the three week period. For example, we did obtain recommended films and consultants, and our field trip to the Six Nations Indian Museum near Saranac Lake was added as a result of registrants' expressed interest.

5. All facilities proved excellent, and we were especially pleased with the placement of staff offices in registrant housing facilities. This resulted in greater rapport and ready access to staff members for discussion. As an improvement, we would hope that circumstances might permit the housing of registrants in one of our smaller living units, where they would be the only group housed in the facility. This might further enhance the opportunity for informal discussions during the evening, and for displays and additional living-oriented projects.

Some registrants lived off-campus, and we would discourage this in the future. Some of the most significant learning took place in evening discussions in the lounges and at meal times.

D. Evaluation forms were used (Appendix J), and we will be conducting interviews with selected participants during January.

E. We experienced no difficulty in administering the program under Part E guidelines and regulations.

IV. Among the most significant aspects of the program was the establishment of communications between academic and Indian communities. An example of a specific outcome can be found in an event held on the St. Regis Reservation this November. A "College Night" for admissions and financial aid officers was held, and twelve colleges were represented in attendance. All twelve were participants in the summer training program.

The identification of Indian student problems, and the development of specific alternatives toward their solution, was significant.

Perhaps a less obvious benefit, but one which is equally important, is the improvement of the participants' ability to deal directly with the Indian's problem or to work with other administrators who may not recognize, or be sympathetic to such problems.

The impact of this program on St. Lawrence University has been an important one. While our academic and student activity programs with the nearby Mohawk community are already extensive, we have strenghtened our ties with the Indian community, and have broadened our understanding of their position with regard to advanced education. In addition, Indian Studies at St. Lawrence have become a more prominent and visible aspect of our academic program, and we have assisted the University in its goal of identifying and attracting Indian students.

With regard to participant institutions, the impact on individual Indian students or applicants is expected to be immediate and positive. Other administrators at these institutions might now be made aware of Indian problems by a fellow administrator. In fact, participants were emphatic in their belief that fellow administrators should be exposed to this program. While they felt capable of influencing others to a degree, the problem is not an easy one, and they felt the need for exposure to this organized summer program. The January evaluation may prove especially enlightened here.

Program weaknesses will need careful attention in future designs, and special strengths should be preserved:

<u>Weaknesses</u>:

More registrants who are themselves Indian are needed.

A full-time Administrative Assistant would be invaluable.

A more cohesive and productive group would result from all participants living on-campus.

Advanced reading and preparation by registrants could prove effective.

More emphasis is needed on contemporary problems.

More time is needed for workshops.

We were unable to deal effectively with the question of adult education and continuing education, even through much interest was expressed by participants. This needs to be included in the program design, as it is a major question for the Indian family today, and is closely related to the supportive home and community environment of the student.

Films can be beneficial, but must all be screened thoroughly.

An increase in the number of institutions represented, with fewer people per school, would seem to be an advantage in furthering the program's objectives.

The Indian library needs to be expanded, and should be housed in the living quarters for discussion, quick reference and for convenience.

Strengths:

Important strengths can be isolated in the program, although the overall excellent reception which the program received by participants, as well as the Indian communities directly involved, leads us to a high level of confidence that an important first step has been taken successfully.

Participation by Indian registrants and staff members gave an authentic point of view to the entire program, and certainly proved to be a key factor in its success. Visits to Indian communities contributed significantly to this effect.

This program, even in the structured sessions, was essentially a working, participatory program, and the active involvement of registrants proved to be distinctly effective.

A critical problem for the Indian student is financial aid. The picture for the Native American in this area is extremely complex, and an important achievement of the program was the isolation of this complexity itself as a critical problem. Specific recommendations were developed to improve and simplify procedures.

As a result of this program, Indian community leaders are aware, certainly in New York State, that colleges and the Office of Education believe it important to examine problems from the Indian's point of view. The program was in active contact with five New York and New England reservations, and with three urban communities, and observers from the Bureau of Indian Affairs and the New York State Department of Education were in attendance throughout the program.

An important outcome of the program is the publication of proceedings, which is being financed through a grant from the Xerox Fund. This reference report, in the final proof stage with the printer, will be over 100 pages in length, and 1,700 copies are being printed for distribution. We will plan to forward a copy of this report to you as soon as it is available, with a

distribution list. We are confident that the effect of the program will be expanded in this way, and that the Office of Education's investment has worked effectively with private resources to achieve a maximum benefit.

The registration proved well balanced at 35 participants, and we feel the certificate (Appendix I) continues to be appropriate in lieu of degree affiliation. Additional funds and a re-allocation of staff center around the need for a full-time administrative assistant.

St. Lawrence University is deeply appreciative of the opportunity to conduct this training program, and we look forward to the growth of significant and measurable achievement through its continuance.

APPENDICES

A - Preliminary Program Announcement
Final Brochure

B - Participant Kit Materials

C - Lecturers, Consultants, Staff

D - Training Program Participants
Inquiries Received

E - Publicity

F - Curriculum Schedule

G - Bibliography - Ethnology and
Ethnohistory readings

H - Onondaga Field Trip

I - Program Certificate

J - Evaluation Forms

PRELIMINARY PROGRAM ANNOUNCEMENT

FINAL BROCHURE

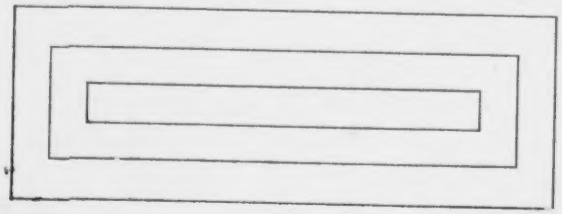
THE AMERICAN INDIAN STUDENT IN HIGHER EDUCATION

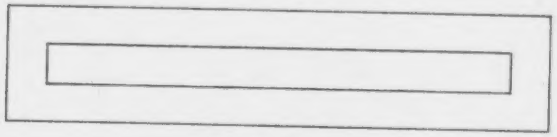
A Training Program for Junior and Community College Administrators and Administrators of Four-Year Colleges with Indian Enrollment

July 12 – July 30, 1971
St. Lawrence University
Canton, New York

Dr. Robert N. Wells, Jr.
Program Director
St. Lawrence University
Canton, New York 13617

Supported by the Office of Education under the Education Professions Development Act





PROGRAM

This program is especially designed to bring administrators together from various fields of specialty, emphasizing Admissions, Financial Aid, Student Personnel and Counseling, Continuing Education, and Curriculum Design. Participants will work toward:

- Development of a sensitivity to the Indian Culture.
- Development of a program which utilizes this sensitivity in achieving a successful educational experience for the Indian student.
- Establishment of direct lines of communication with Indian communities.

The program will utilize classroom study, seminar discussion, both Indian and non-Indian lecturers and consultants, and on-site meetings with Indian leaders.

1st Week – Ethnography and Ethnohistory – The Contemporary Native American
A review of the foundation and development of Indian culture in North America, and a study of contemporary Indian society.

2nd Week – A Program for the Indian Student – The Indian Point of View
Program faculty and lecturers discuss academic preparation of the Indian for college, the financial dilemma, the admissions barrier, and the Indian's cultural conflicts in a student society. On-site meetings with Indian leaders will be held.

3rd Week – Developing a Plan of Action
Workshops will be utilized to develop specific plans in cooperation with Indian consultants.

PROGRAM FACULTY

DR. ROBERT N. WELLS, JR. Associate Dean of the College and Assistant Professor of Government, St. Lawrence University. Program Director. Dr. Wells organized "Operation Kanyengehaga" at St. Lawrence University, a student-directed, tutorial and Library assistance program at the St. Regis Reservation. He teaches an interdisciplinary course on the history, culture, and contemporary problems of the North American Indian and a course on the history of the Iroquois Confederacy.

DR. JACK A. FRISCH. Assistant Professor of Anthropology at Wayne State University and the University of Windsor (Ontario). Associate Program Director. Dr. Frisch is an action anthropologist who has become extensively involved with the Indian communities he has studied. He has done extensive field work among the Iroquois, Algonquin, and Maricopa Indian communities.

MR. ARTHUR EINHORN. Associate Professor of Anthropology at Jefferson Community College. Assistant Program Director. Professor Einhorn is an ethrohistorian whose chief interest is technology and cultural change. He has extensive field work among the Iroquois and Algonquin communities.

CHIEF JOHN COOK. Ranking Elected Chief of the St. Regis Mohawks. Instructor in the Program. Chief Cook is a leading progressive spokesman among Indian leadership in the Northeast.

MRS. MINERVA WHITE. Chairman of the Parents' Education Committee of the St. Regis Mohawks, O.E.O. Family Assistance Worker, and elected member of the Salmon River School Board. Mrs. White is also a leading advocate for the improvement of Indian Education in New York State.

MR. ERNEST BENEDICT. Founder and Director of the North American Indian Traveling College. Lecturer in the Native American Studies Program at Trent University, Peterborough, Ontario. Mr. Benedict, a St. Regis Mohawk, is a 1970 recipient of the St. Lawrence University Alumni Citation.

Five additional lecturers and fifteen Indian consultants will provide close individual attention throughout the training program.

ELIGIBILITY

A wide range of factors have led to the identification of the two-year college as the principal factor in higher education for the Indian today. In addition, four-year colleges are beginning to develop programs to assist Indian students.

This training is designed for administrators in these colleges, primarily in the northeast. Personnel in Admissions, Continuing Education, Student Personnel and Counselling, Financial Aids, and Curriculum Design are expected to form the primary registration.

FINANCIAL ASSISTANCE

The Office of Education has made the following assistance available for each participant: Registrants will be awarded stipends of $75 per week (under Short-Term Training Program guidelines, no stipend is available for dependents). The stipend to participants will be issued as four separate checks. One check for the full amount of Room and Board charged during the period of the Training Program will be issued at the time of registration. The balance of the stipend will be paid in three approximately equal amounts on the Monday of each program week.

Participants will be expected to pay for travel to and from the Training Program itself, for room, board, books, extra-curricular activities, and personal needs. The Program Director and staff reserve the right to interpret all financial assistance provisions and to make such changes as may seem necessary or desirable.

HOUSING AND FOOD SERVICES

All participants will be housed and fed in the University dormitories and dining halls.

The cost of Room and Board for the three-week Training Program is $160.00 per person. Housing for registrants with dependents may be arranged with the Program Director.

APPLICATIONS

For application forms, write to:

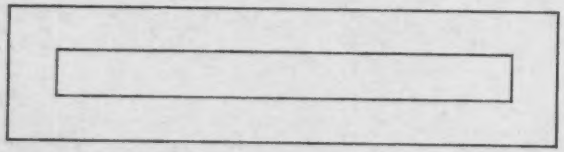
Dr. Robert N. Wells, Jr.
Program Director
St. Lawrence University
Canton, New York 13617

The completed forms must be returned to the Director by **April 17, 1971**.

Notification of acceptance will be mailed to applicants by **May 1, 1971**.

Accepted applicants must advise the Director prior to **May 21, 1971**, whether they plan to attend the Program.

In selecting individuals for participation and otherwise in the administration of this program, St. Lawrence University will not discriminate on the ground of race, creed, color, or national origin of any applicant or participant.



GENERAL INFORMATION

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The University's 1,000 acre campus provides ample recreational facilities for Training Program participants: the Augsbury Physical Education Center houses a 25 meter swimming pool with a separate diving area, squash courts, exercise rooms, and basketball courts. The Leithead Field House provides an indoor playing field, track, and tennis court. Other facilities available include the golf course, riding arena, tennis courts, and the E.J. Noble University Center (bowling alleys, snack bar).

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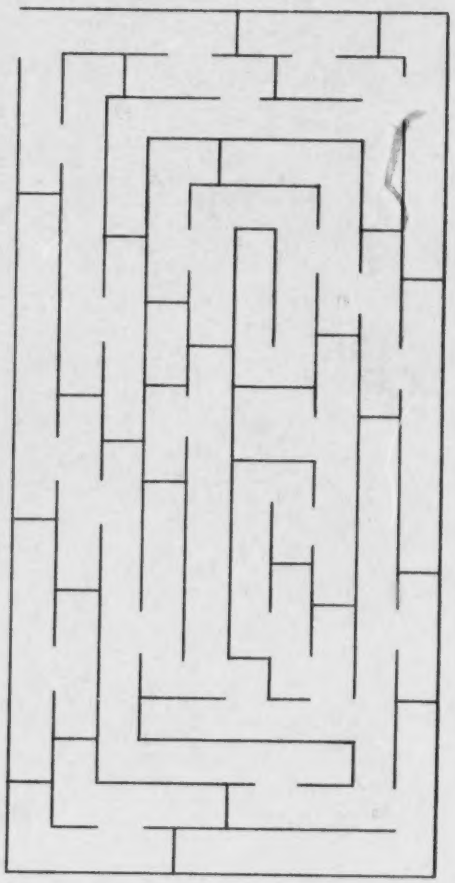

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PARTICIPANT KIT MATERIALS

ST. LAWRENCE UNIVERSITY
CANTON, NEW YORK 13617

ASSOCIATE DEAN OF THE COLLEGE

June 25, 1971

Dear Participant:

Enclosed are informational materials concerning this summer's EPDA Institute on "The American Indian Student in Higher Education. If you have any further questions, please feel free to write to me or call at 315-379-5998. The enclosed materials are as follows:

(1) Reading list - I've enclosed a selected reading list of books which you might want to use for background materials before the Institute begins. These books will be available on campus in the library and bookstore when you arrive. Specific assignements will be made on the syllabus which will be distributed to all participants at the beginning of the Institute.

(2) Film schedule - This is the tentative schedule of the Indian film series to be shown for Institute participants and other members of the summer school.

(3) List of outside consultants - This is a brief resumé of the Indian specialist consultants which the Institute will be bringing in to speak to the participants.

(4) Information sheet - This sheet contains information on curriculum, registration, stipend payment, housing, and orientation.

(5) Maps - One map is of the village of Canton, the other of the St. Lawrence campus. Note: Directions for reaching St. Lawrence University are included in the campus map.

(6) Return post card - Would you please complete and return the postcard with transportation and housing information as soon as possible so arrangements can be completed for the Institute.

Reading List for the EPDA Institute

Indian History

Hagan, William T., American Indians, University of Chicago, 1961. (Pr. 31231-3)

Josephy, Alvin M., Indian Heritage of America, Alfred Knopf, 1968. (available in Bantam paperback)

Indian Education

Aurbach, Herbert A. and Estelle Fuchs, The Status of American Indian Education, Pennsylvania State University, January 1970. (An Interim Report of the National Study of American Indian Education to the Office of Education, HEW)

Coombs, L. Madison, The Educational Disadvantage of the American Indian Student, New Mexico State University, July 1970.

_____, Indian Education: A National Tragedy-A National Challenge, 1969 Report on The Committee on Labor and Public Welfare, 91st Congress, 1st Session Report, No. 91-501.

Indian Ethnography

Driver, Harold, Indians of North America, University of Chicago Press, revised edition 1969.

Farb, Peter, Man's Rise to Civilization as Shown by the Indians of North America, E.P. Dutton and Co. Inc., 1968.

Oswalt, Wendell, This Land Was Theirs: A Study of the North American Indian, Wiley, 1966.

Contemporary Indian Interests

Brophy, William A. and Sophie D. Aberle, The Indian, America's Unfinished Business, University of Oklahoma Press, 1966.

Cahn, Edgar (ed.), Our Brother's Keeper: The Indian in White America, World Publishing Co., 1969.

Gearing, Frederick O., The Face of the Fox, Aldine, 1971.. (The author of this book will be one of the Institute guest lecturers and is scheduled for July 21.)

Levine, Stuart and Nancy O. Lurie (eds.), The American Indian Today, Deland, Florida.

Steiner, Stan, The New Indians, Harper and Row, 1968.

Waddell, Jack O. and O. Michael Watson, The American Indian in Urban Society, Little, Brown, and Co., 1971.

EPDA Institute Film Schedule

July 12

THE LONGHOUSE PEOPLE-- Life and religious ceremonies of the Iroquois.

THE FALSE FACES--Study based on a strange ceremony in August 1961 near Quebec City when Iroquois and Hurons met for the first time since 1649, joined in ceremonial dancing, smoked the peace pipe; shows European influences.

July 13

PEOPLE OF THE POTLASH--Fine painting and wood carving in northern British Columbia: hunting, trading with Hudson's Bay co.; native tribal feast with songs and dances.

VALLEY OF THE STANDING ROCKS--Navajo culture including sand painting, sweat bathing, trading post barter, horse raising, water problems, hogan building, sheep herding, various superstitions.

WAY OF THE NAVAJO--Impact of modern life; the struggle to resolve conflicting problems of old and new.

July 14

CARIBOU COUNTRY

CIRCLE OF THE SUN--Documents the life of the Blood Indians of Alberta, Canada, and contrasts their present existence on the reservation with the past when they were the unchallenged rulers of the Alberta grasslands.

July 15

THE PRIDE AND THE SHAME--Focuses the Sioux Indians of the Black Hills living in abject poverty, plagued by unemployment and drunkenness; a frank and shocking study.

THE EXILES--A day and night on the Los Angeles Indian "Skid Row" captures the pride of the Indian though caught between two cultures, hopeless and degraded.

July 19

TREATIES MADE-AND TREATIES BROKEN
HOW THE WEST WAS WON-AND HONOR LOST
LAMENT OF THE RESERVATION
A trilogy of films. Each part stands alone and is complete in itself. One part looks at history, the other two parts examine, first, the disputed treaty rights of the Indians of Washington State, and, second, the abject poverty of the South Dakota Sioux and other tribes who have been consigned to reservations and deprived fo the means for self-support.

July 26

END OF THE TRAIL: THE AMERICAN PLAINS INDIAN--Surveys the westward movement in America during the last century and its tragic impact on the American Indian. The film goes on to explore the folklore of the American Plains Indian and points out the contributions of the Indian to subsequent generations of Americans. The film is essentially a history of the American Indian in the post-Civil War era, truthfully examined and clearly shown, using the still-in-motion camera technique and relying exclusively on what has been called the "world's finest collection of photographs"

ISHI IN TWO WORLDS--Presents the story of the Yahi Indians of California, and of Ishi--the last Yahi. Ishi was the last person in North America known to have spent most of his life leading a totally aboriginal existence.

July 28

THE FORGOTTEN AMERICAN--Impoverished alien in his native land, still exploited by the white man, lacking educational and employment opportunities in Navajo, Hopi, Pueblo and Zuni country, in the Indian communities of Los Angeles and Chicago.

BECAUSE THEY ARE DIFFERENT--Problems of integrating Indian children into non-Indian schools.

EPDA Institute Information Sheet

Registration - Registration for the Institute will be on Sunday, July 11, from 2:00-9:00 p.m. at the main desk of Rebert Hall. An orientation packet and syllabus for participants may be picked up at this time. There will be a registration fee of $10., payable when you register. For those living on campus, room and board charges are also payable at that time. Those planning to arrive after 9:00 p.m. or on Monday morning should notify the Director by so indicating on the enclosed post card under "other".

Dinner will be available in Sykes Dining Hall from 5:15-6:15 p.m. for $2.00 per person. (This meal is not covered in regular room and board charges.)

Stipend Payment - The Office of Education has made the following assistance available for each participant: Registrants will be awarded stipends of $75. per week (under Short-Term Training Program guidelines, no stipend is available for dependents). The stipend to participants will be issued as four separate checks. One check for the full amount of Room and Board charged during the period of the Training Program will be issued at the time of registration. The balance of the stipend will be paid in three equal amounts on the Monday of each program week.

Housing - Participants living on campus will be housed in Rebert Hall. Meals will be served in Sykes Dining Hall. Room and board charges for those living on campus is $160. per person, and the linen service charges are $1.00 per week per person.

For those living off-campus, arrangements are as stated in previous correspondance. Keys for off-campus housing may be obtained at Rebert Hall desk at the time of registration, unless otherwise arranged with the party from whom you are renting. Off-campus participants may eat in the campus dining hall if they wish. A list of rates will be available upon arrival.

Orientation - Orientation will begin at 8:30 a.m. Monday, July 12, in the Formal Lounge of the University Center. At this time the Director will introduce the Institute staff and outline the schedule for the Institute.

Curriculum - During the first week the Institute will focus on Indian history and ethnology for the first three days. On Thursday and Friday we will discuss reservation life, the impact of urbanization on Indian people, the revival of tribalism, and the current status of Indian education.

During the second week we shall devote a full day to the questions of recruitment and admissions of Indian students into colleges, securing financial assistance for Indians, counseling Indian students, curriculum design, and compensatory education programs for Indian students. On Friday we will discuss Native American studies pro-

grams. Several specialists will assist the staff during the second week.

During the third week the group will visit two reservations and one Indian community and talk with the people. Two days will be devoted to Institute workshops where participants along with staff and consultants will develop working papers in the areas explored during the second week. The entire group will review and react to these workshop recommendations.

We have secured a grant from the Xerox Corporation to publish the proceedings of the Institute and therefore the recommendations of the workshops will constitute an integral part of this publication.

LECTURERS, CONSULTANTS, STAFF

LECTURERS AND CONSULTANTS
ADMINISTRATORS AND STAFF

Lecturers

Mr. Lloyd Elm
134 West Newell Street
Syracuse, New York 13205
Indian - Onondaga (Teaches in
Lafayette Central School)

Dr. Frederick Gearing
Department of Anthropology
SUNY at Buffalo
4242 Ridge Lea Road
Buffalo, New York 14226

Dr. Arthur Harkins
Coordinator
Center for Urban and Regional Affairs
University of Minnesota
Minneapolis, Minnesota 55455

Mr. John Kenney
Director of Financial Aids
St. Lawrence University
Canton, New York 13617

Dr. Judith Mearig
Education Department
St. Lawrence University
Canton, New York 13617

Mrs. Beatrice Medicine
Department of Anthropology
San Francisco State College
1600 Halloway Avenue
San Francisco, California 94132
Indian - Sioux

Mr. James Overfield
Director, Pupil Personnel Services
Salmon River Central School
Fort Covington, New York 12937

Mr. Charles Rainey
Program Officer, Student Financial Aid
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Federal Office Building, Room 1041
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New York, New York 10007

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Office of Admissions
St. Lawrence University
Canton, New York 13617

Dr. Samuel Stanley
Center for the Study of Man
Smithsonian Institution
Washington, D.C. 20560

Chief Corbett Sundown
Basom, New York 14013
Indian - Tonawanda Band, Seneca

Mr. Robert Thomas
Monteith College
Wayne State University
Detroit, Michigan 48202
Indian - Cherokee

Mr. John Vance
U.S. Indian Claims Commission
726 Jackson Place
Washington, D.C.

Chief Standing Arrow (Frank Thomas)
St. Regis Village
St. Regis Reservation
Ontario, Canada
Indian - Mohawk

Consultants

Mrs. Martha Cook
St. Regis Indian Reservation
Akwesasne, New York 13655
Indian - Mohawk

Mrs. Phylis Pahmahmie Dunn
Green Acres Trailer Court, Lot 15
Milford, Pennsylvania 18337
Indian

Miss Matoaka Eagle
35 Ogden Street
Glens Falls, New York 12801
Indian

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c/o Mrs. Beatrice Jacobs
RFD
Akwesasne, New York 13655
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Consultants (cont.)

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St. Regis Reservation, New York
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Miss Beverly Pike
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Salamanca, New York 14779
Indian - Seneca (BIA)

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Indian

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(Founder and Director of the NAITC; St. Regis Mohawk; St. Lawrence alumnus and recipient of Alumni Citation)

Mr. John Cook - Instructor
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Akwesasne, New York 13655

(Ranking elected Chief, United States portion of St. Regis Reservation)

Mrs. Minerva White - Instructor
R.F.D.
Akwesasne, New York 13655

(Akwesasne Mohawk leader; leader of the School Boycott of 1968; member of Salmon River Board of Education - the first Indian in history to be a board member; Chairman of the Akwesasne Education Committee; Director, Akwesasne Mohawk Library and Culture Center)

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PUBLICITY

St. Lawrence University NEWS
CANTON, NEW YORK TEL. 315/379-5585

Thurlow O. Cannon
Director of Public Relations
Home Tel. 386-8859

John W. Greene
Assistant Director
Home Tel. 386-4024

AI

1-20-71

FOR IMMEDIATE RELEASE

CANTON -- St. Lawrence University has received a $30,000 grant from the office of education of the Department of Health, Education and Welfare to fund a summer institute on Indian education on the university's campus.

The three-week program, entitled "The American Indian Student in Higher Education," will be held July 12 to July 30 under the direction of Dr. Robert N. Wells, Jr., associate dean of the college and director of St. Lawrence's summer sessions. The 35 participants will be administrators selected from northeastern junior and community colleges and colleges with high Indian enrollments.

Personnel in admissions, continuing education, guidance counselling, student personnel work and financial aids are expected to form the principal registration. The program will be open primarily to institutions which are currently involved in or preparing Indian programs.

The St. Lawrence institute is one of 88 short-term training programs selected by HEW out of 450 proposals submitted. The special projects are planned under Title 5 of the Education Professions Development Act to meet critical shortages of higher education personnel and to improve the qualifications of college and university teachers.

(more)

The purpose of the St. Lawrence institute is to sensitize college personnel to the special problems and needs of the American Indian in higher education, to develop programs to achieve a successful educational experience for Indian students and to establish lines of communication with the Indian community for continuous use. In addition, the institute is planned to assist Indian leadership to develop close relationship with institutions of higher learning, toward moving youth in the direction of advanced education from within the culture.

In addition to Dr. Wells, the institute staff will include Dr. Jack A. Frisch, assistant professor of anthropology at Wayne State University, as associate director; Arthur Einhorn, faculty member at Jefferson County Community College and Lowville Academy, as instructor; plus visiting lecturers and consultants from varying Indian communities and from college administration.

Dr. Wells explained that the institute is designed to bring together administrators from various fields to show their roles in the overall pattern of the individual Indian student's life. The use of Indian leaders and Indian student case studies will provide the Indian point of view of the problems. The training will focus on both currently enrolled and future Indian students and on problems of both reservation and urban Indians.

- w -

PUBLICITY

The March 3, 1971 release (attached) was forwarded to the following publications:

The Indian Historian
1451 Masonic Avenue
San Francisco, California

Mrs. Natalie F. S. Woodbury
AAA Newsletter
1703 New Hampshire Avenue N.W.
Washington, D.C. 20009

The Amerindian
1236 W. Pratt Boulevard
Chicago, Illinois 60626

Council on Anthropology and Education
Newsletter
University of Pittsburgh
Pittsburgh, Pennsylvania 15213

College Management
22 W. Putnam Avenue
Greenwich, Connecticut 06830

American School and University
757 3rd Avenue
New York, New York 10017

Journal of College Student Personnel
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

College and University Business
1050 Merchandise Mart
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Junior College Journal
American Association of Junior Colleges
1315 16th Street N.W.
Washington, D.C. 20036

St. Lawrence University NEWS
CANTON, NEW YORK TEL. 315/379-5585

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Assistant Director
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3-3-71

FOR IMMEDIATE RELEASE

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(MORE)

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For more information, write to Dr. Robert N. Wells, Jr., Director of Summer Sessions, St. Lawrence University, Canton, New York 13617.

#g#

St. Lawrence University News
Canton, New York 13617 315/379-5585

AID

7-10-71

CANTON -- St. Lawrence University will be host July 12-30 for a training program titled "The American Indian Student in Higher Education."

The three-week institute is for junior and community college administrators and administrators of four-year colleges with Indian enrollment. Thirty-five persons from various parts of the nation will attend.

Dr. Robert N. Wells, Jr., director of Summer Sessions at St. Lawrence, is the program director. Others on the program's faculty are Dr. Jack A. Frisch, assistant professor of anthropology at Wayne State University and the University of Windsor; Arthur Einhorn, associate professor of anthropology at Jefferson Community College; Chief John Cook, ranking elected chief of the St. Regis Mohawks; Mrs. Minerva White, chairman of the Parents' Education Committee of the St. Regis Mohawks; and Ernest Benedict, founder and director of the North American Indian Traveling College.

The program will review the foundation and development of Indian culture in North America and study contemporary Indian society; discuss academic preparation of the Indian for college, the financial dilemma, the admissions barrier, and the cultural conflicts in a student society; and there will be workshops to develop specific plans in cooperation with Indian consultants.

(more)

Thurlow O. Cannon, Director of Public Relations
Home Phone 386-8859

John W. Greene, Assistant Director
Home Phone 386-4024

Dr. Wells said, "We hope to develop a sensitivity to the Indian culture, a program which utilizes this sensitivity in achieving a successful educational experience for the Indian student, and establish direct lines of communication with Indian communities."

Outside consultants for the institute sponsored by the Office of Education under the Education Professions Development Act will be Frederick Gearing, professor of anthropology at the State University at Buffalo and author of The Face of the Fox; Bea Medicine, associate professor of anthropology at San Francisco State, who is a Standing Rock Sioux; Samuel Stanley, director of the Center for the Study of Man at the Smithsonian Institution; Sol Tax, professor of anthropology at the University of Chicago, author of The Heritage Conquest; and Robert Thomas, a Cherokee Indian and research associate with the Carnegie Project with Cherokee Indians.

St. Lawrence University News
Canton, New York 13617 315/379-5585

AID

7-28-71

CANTON -- "American education is an alienating experience for young Indians and the Indian community," Dr. Samuel Stanley told a Monday meeting of the institute on "The American Indian Student in Higher Education" currently in session at St. Lawrence University. "White man's education is ill informed," continued Stanley, "and leaves a vacuum which sucks in Indian youth. Education has been defined by the white man on his own terms whereas there should be an input by the Indian community to which the education is being offered."

Stanley, Director of the Center for the Study of Man at the Smithsonian Institution in Washington, D.C., joined the three-week institute as a guest lecturer. His remarks elaborated on a theme stated earlier by Chief Lloyd Elm of the Onondaga Indians. Elm suggested that "we must educate the educators. The concern with remedial education for Indian students," Elm observed, "only looks to the symptom and not to the source of the problem. The real problem is in the attitudes of the teachers teaching our children."

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MORE

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The thirty-five administrators attending the institute have spent the past two weeks studying the history and contempoary problems of the American Indian. Dr. Robert N. Wells, Jr., director of the institute and associate dean at St. Lawrence, outlined this as the first step in combating the "woeful ignorance and grave misconceptions" regarding the heritage of native Americans.

Guest lecturers and consultants from the academic and Indian communities have supplemented the program with statements describing some of the innovations and deficiencies in the response of the educational community to Indian needs.

As the institute moves into its third and final week, the participants have grouped into workshops of specific topic concerns. The workshops will formulate recommendations and write reports in the areas of admissions and recruitment, financial aids, counseling, and curriculum redesign. The participants will be working in conjunction with the Indian resource personnel and the staff of the institute.

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MORE

At the conclusion of the session sponsored by the Office of Education under the Education Professions Development Act a comprehensive report on the proceedings of the institute, including the results of the workshops, will be disseminated to educational institutions throughout the nation.

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SLU Plans 3-Week Indian Institute

CANTON — St. Lawrence University will be host July to 30 for a training pro- m titled "The American ...ian Student in Higher Education."

The three-week institute is junior and community ...llege administrators of four-year colleges with Indian enrollment. Thirty-five per- ...s from various parts of nation will attend.

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Also, Sol Tax, professor of anthropology at the University of Chicago, author of "The Heritage Conquest;" and Robert Thomas, a Cherokee Indian and research associate with the Carnegie Project with Cherokee Indians.

Watertown Daily Times
7/12/71

SLU Hosts Program On Indians

CANTON — St. Lawrence University will be host beginning Monday through July 30 for a training program titled "The American Indian Student in Higher Education."

The three-week institute is for junior and community college administrators for four-year colleges with Indian enrollment. Thirty-five persons from various parts of the nation will attend.

Dr. Robert N. Wells Jr., director of Summer Sessions at St. Lawrence, is the program director.

Others on the program's faculty are Dr. Jack A. Frisch, assistant professor of anthropology at Wayne State University and the University of Windsor; Arthur Einhorn, associate professor of anthropology at Jefferson Community College; Chief John Cook, ranking elected chief of the St. Regis Mohawks; Mrs. Minerva White, chairman of the Parents' Education Committee of the St. Regis Mohawks; and Ernest Benedict, founder and director of the North American Indian Traveling College.

The program will review the foundation and development of Indian culture in North America and study contemporary Indian society; discuss academic preparation of the Indian for college, the financial dilemma, the admissions barrier, and the cultural conflicts in a student society. There will be workshops to develop specific plans in cooperation with Indian consultants.

Syracuse Post-Standard
7/12/71

SLU To Host Indian Student Education Group

CANTON -- St. Lawrence University will be host July 12-30 for a training program titled "The American Indian Student in Higher Education."

The three-week institute is for junior and community college administrators and administrators of four-year colleges with Indian enrollment. Thirty-five persons from various parts of the nation will attend.

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Ogdensburg Journal
7/14/71

Education of Indian SLU Institute Topic

CANTON — "American education is an alienating experience for young Indians and the Indian community," Dr. Samuel Stanley told a Monday meeting of the institute on "The American Indian Student in Higher Education" at St. Lawrence University.

"White man's education is ill informed," continued Stanley, "and leaves a vacuum which sucks in Indian youth. Education has been defined by the white man on his own terms whereas there should be an input by the Indian community to which the education is being offered."

Stanley, director of the Center for the Study of Man at the Smithsonian Institution in Washington, D.C., elaborated on a theme stated earlier by Chief Lloyd Elm of the Onondaga Indians, who suggested "we must educate the educators."

"The concern with remedial education for Indian students," Elm observed, "only looks to the symptom and not to the source of the problem. The real problem is in the attitudes of the teachers teaching our children."

The objective of the institute is to impart to college administrators from around the nation a sensitivity to the unique problem encountered by Indian students in their search for higher education. In addition, the institute is concerned with the difficulties presented to the Indian student in completing his education, once he has matriculated into college.

The 35 administrators attending the institute have spent two weeks studying the history and contemporary problems of the American Indian.

Dr. Robert N. Wells, Jr., director of the institute and associate dean at St. Lawrence, outlines this as the first step in combating the "woeful ignorance and grave misconceptions" regarding the heritage of native Americans.

Guest lectures and consultants from the academic and Indian communities have supplemented the program with statements describing some of the innovations and deficiencies in the response of the educational community to Indian needs.

As the institute moves into workshops of specific topic concerns. The workshops will formulate recommendations and write reports in the areas of admissions and recruitment, financial aids, counseling, and curriculum redesign. The participants will be working in conjunction with the Indian resource personnel and the staff of the institute.

The staff, in addition to Wells, includes: Dr. Jack Frisch, assistant professor of anthropology at Wayne State University and the University of Windsor; Arthur Einhorn, associate professor of anthropology at Jefferson Community College; Chief John Cook, ranking elected chief of the St. Regis Mohawks; Mrs. Minerva White, chairwoman of the Parents' Education Committee at St. Regis, and Ernest Benedict, founder and director of the North American Indian Traveling College.

Guest Speaker

Dr. Samuel Stanley, director of the Center for the Study of Man at the Smithsonian Institution, Washington, D.C., comments on the history of Indian education in America before an audience of college administrators attending an institute on "The American Indian Student in Higher Education" at St. Lawrence University.

Watertown Times
7/29/71

SLU Institute Studies Indian Higher Education

Ogdensburg Journal
7/29/71

CANTON – "American education is an alienating experience for young Indians and the Indian community," Dr. Samuel Stanley told a Monday meeting of the institute on "The American Indian Student in Higher Education" currently in session at St. Lawrence University. "White man's education is ill informed," continued Stanley, " and leaves a vacuum which sucks in Indian youth. Education has been defined by the white man on his own terms whereas there should be an input by the Indian community to which the education is being offered."

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At the conclusion of the session sponsored by the Office of Education under the Education Professions Development Act a comprehensive report on the proceedings of the institute, including the results of the workshops, will be disseminated to educational institutions throughout the nation.

UEST SPEAKER -- Dr. Samuel Stanley, director of the Center r the Study of Man at the Smithsonian Institution in Washington, D.C., comments on the history of Indian Education in America efore an audience of college administrators attending an in- itute on "The American Indian Student in Higher Education" resently in session at St. Lawrence University. (David Talbot Photo)

J. S. Education Alienates Indians, Speaker Declares

Malone Telegram
7/31/71

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SLU Meet

Syracuse Post-Standard
7/30/71

Stanley: 'Education Alienates Indians'

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Massena Observer
9/5/71

GUEST SPEAKER -- Dr. Samuel Stanley, director of the Center for the Study of Man at the Smithsonian Institution in Washington D.C., comments on the history of Indian Education in America before an audience of college administrators attending an institute on "The American Indian Student in Higher Education" presently in session at St. Lawrence University. (David Talbot Photo)

CURRICULUM SCHEDULE

	MONDAY July 12	TUESDAY July 13	WEDNESDAY July 14	THURSDAY July 15	FRIDAY July 16
A.M. 9:00 to 12:00	8:30 A.M. - Orientation and Introduction to the Program. Wells Einhorn 9:00 A.M. - Lectures. Ethnography and Ethnohistory - Indians of the Eastern Woodlands and Southeastern United States. Frish	Lectures and Discussion. Ethnography and Ethnohistory - Indians of the Southwestern United States. Frish	Lectures and Discussion. Ethnography and Ethnohistory - Indians of Canada. Einhorn	Lectures and Discussion. History and Development of Tribalism - the American Indian. Frish	Lectures and Discussion. History and Development of The Reservation Indians. Cook Einhorn
P.M. 1:15 to 4:00	1:15 P.M. - Continuation of lectures from the morning session. 3:00 P.M. - Discussion Session Frish	Lectures and Discussion. Ethnography and Ethnohistory, Indians of California and the Northwest Coast. Wells	Lectures and Discussion. Ethnography and Ethnohistory - Indians of the Great Plains. Frish	Lectures and Discussion. Urbanization of the American Indian. Einhorn Wells Tarrant	Lectures and Discussion. History and Development of Education for the American Indian. Wells
7:30 P.M.	Film - "Longhouse People"	Films - "Quillayute Story" "Valley of the Standing Rocks"	Films - "Circle of the Sun" "The Caribou Hunter"	Films - "The Pride and the Shame" "The Exiles"	

All sessions will meet in the Formal Lounge, University Center.
Coffee breaks will be at 10:15 A.M. and 2:30 P.M. in the Conference Room.
Films will be shown in the Geology Auditorium.

	MONDAY July 19	TUESDAY July 20	WEDNESDAY July 21	THURSDAY July 22	FRIDAY July 23
A.M. 9:30 to 12:00	Lectures, Panel presentations, Discussion. Recruitment and Admissions C. Sharrow M. Printup M. White M. Eagle Wells	Lectures, Panel presentations, Discussion. Financial Aids J. Kenney M. Cook C. Rainey Einhorn	Lectures, Panel presentations, Discussion. Counseling J. Overfield B. Pike J. Mearig Wells	Lectures, Panel presentations, Discussion. Curriculum Design (Remedial) L. Elm T.R.I.B.E. reps. W. Laughing Einhorn	Lectures, Panel presentations, Discussion. Curriculum Design (Content) A. Whiteduck T.R.I.B.E. rep. Frish
P.M. 1:15 to 4:00	Continuation of the morning presentations and discussions. 3:00 P.M. Lecture and Discussion. Contemporary Problems. J. Vance	Continuation of the morning program. 3:00 P.M. Depart for the St. Regis Reservation. Dinner at Akwesasne	Continuation of the morning program. 3:00 P.M. Presentation and Discussion. Dr. F. Gearing	Continuation of the morning program. 3:00 P.M. Presentation and Discussion. Prof. R. Thomas	Continuation of the morning program. 3:00 P.M. Presentation and Discussion. Prof. Bea Medicine C. Sundown
7:30 P.M.	Film - "Treaties Made, Treaties Broken" "How the West was Won" "Lament of the Reservation" "Ballad of Crowfoot"	Meeting with Education Committee at Akwesasne	Presentation and Discussion. Longhouse Chief Standing Arrow Fireside Lounge	Open for informal discussions, and meetings with staff and lecturers.	Open for informal discussions, and meetings with staff and lecturers.

Morning and afternoon sessions will meet in the Fireside Lounge, beginning Tuesday, July 20.
Films will be shown in the Geology Auditorium

	MONDAY July 26	TUESDAY July 27	WEDNESDAY July 28	THURSDAY July 29	FRIDAY July 30
9:30 - 10:20 11:00 - 12:00	Workshop Orientation Workshops*	SYRACUSE INDIAN COMMUNITY AND	9:00 - 12:00 Workshops*	9:00 - 12:00 Workshop Reports Formal Lounge	9:00 - 11:30 Workshop Reports 11:30 - 12:00 Concluding Remarks, oral evaluations.
1:15 - 3:00 3:00 - 4:15	Workshops* Lecture: Dr. Sam Stanley, Smithsonian Institute, Formal Lounge	ONONDAGA RESERVATION FIELD TRIPS Dinner at the Onondaga Reservation Longhouse	1:00 - 4:00 Workshops*	1:00 - 2:30 Workshop Reports Formal Lounge 3:00 - 4:00 Lecture: Dr. Arthur Harkins, University of Minnesota, Formal Lounge	
7:30	Films - "Ishi in Two Worlds" "End of the Trail" Geology Auditorium		Films - "The Forgotten American" "The Indian Speaks"	6:00 Cookout University Center	

*Workshops will meet in the following rooms: UC226, Financial Aids; UC227, Admissions; UC228, Curriculum-Remedial; Conference Room, Curriculum Content; Conference Lounge, Counseling.

BIBLIOGRAPHY - ETHNOLOGY AND ETHNOHISTORY READINGS

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3 Chicago Indians: The Effect of Urban Migration.

4 Junior High Indian Children in Minneapolis: A Study of one Problem School.
5 Indian Americans in Dallas: Migrations, Missions, and Styles of Adaptation.
6 Indian Education in Minneapolis: an Interim Report.
7 The Social Programs and Political Styles of Minneapolis Indians: An Interim Report.
8 (Vol. 5) The Education of Indian Children and Youth (Summary Report).

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ONONDAGA FIELD TRIP

Onondaga Trip Itinerary

Participants: Alice Whiteduck, Yvonne Robinson, Kathy Miconine, Mike Allen, Robert Simpson, Mary Simpson, Fred Burtt, Lincoln White, Dick Frost, Lyman Pierce, Art Einhorn.

A. Visit to Lafayette Central School
Discussion with District Principal, Robert Shay.

B. Tour of Onondaga Primary School
Continued discussion with Robert Shay.

C. Visit to Water Control Dam on Reservation
Discussion with Lloyd Elm.

D. Visit to Onondaga Nation Swimming Pool
Continued discussion with Lloyd Elm.

E. Tour of Louie Jock's Lacrosse Stick Factory

F. Tour of Indian Museum owned by Alice Papineau

G. Visit to Long House
Lecture by Chief Powless--group discussion--introduction to Tadodaho, Presiding Chief Lord of the Six Nations Confederacy.

H. Buffet Dinner in the Mud House

Dialogue with Robert Shay

Comments on and by Robert Shay:

Shay implied he was not in favor of the proposed segregated Indian school - doesn't like polarization.

Shay doesn't seem prepared for change--he doesn't believe any is needed.

Shay said that many Indians didn't really want released time for "ethnic studies".

He wants to see a P.T.A. get started with more Indian-White dialogue.

Shay said the only time he really ever got to work closely with the chiefs was in regard to a discipline problem which arose--the chiefs spoke to the offending students--then the parents--problem ended.

He felt it was partially the fault of outside agitators that increased the problems attending the school boycott.

Shay feels Lloyd Elm has a "Silver Tongue" and has become tremendously influential in Reservation-School relations.

Shay plans on hiring two or three Indians next year to be on faculty-staff.

Shay thinks the Onondagas are really "Urban Indians" without their realizing it--i.e. proximity to the city and economic dependance on it.

The Onondaga Primary School Headstart Program is not being funded for next year.

Shay said that since the boycott--this has been the first time Indian and white students have polarized so dramatically--particularly at lunch tables.

Shay feels that he has to walk one tight-rope between the Indian and white community (Board of Education)--and another tight-rope between the traditional Indians' desires and the non-traditional Indian desires as regards education--pressure from both sides.

At Lafayette Central there was some evidence of Indian art work--this seems to have been initiated by the Student Council.

Shay did not desire a separate curriculum of native studies--would rather include it in existent curriculum content.

Dialogue with Lloyd Elm

A. Elm discussed the fiasco of the water control dam built over 20 years ago when he was a boy.

It was supposed to prevent flooding of south Syracuse each spring--it did nothing effective--another creek still floods out each spring. Yet--the dam and flood control area are on reservation land which is lying fallow--and which the Onondagas are denied the use of. Houses were uprooted from the area during construction. Elm owns land there and plans on putting a trailer there--if he is ordered off by the state--he denies this--then he will test the case in court. The idea is to attempt reclaiming the land.

B. Two years ago the Onondaga Nation built a swimming pool--olympic size--paid for wholly by nation funds and staffed by Indian lifeguards paid by the nation.

A stream flows nearby from which they tap pool water. The same stream goes by the new Lafayette High School (under construction) where a special septic tank or holding pond is being built. The seepage will significantly pollute the stream above current norms--forcing greater chlorine treatment of the pool. They are going to attempt getting a court injunction against the use of the septic tank operation.

Dialogue with Chief Irving Powless, Jr.

Wants the teaching of Indian Cultural Heritage left to the Indians.

Said that non-Indians not interested in speaking Indian languages--had their chance for last 500 years--now Indians do not want white speaking their language--this is why they prefer segregated Indian language classes.

Said the white man's historical views of Indians must be up-dated--also--that the Indians must up-date their view of themselves.

Said he experienced discrimination as a boy in high school--case where a teacher was partial to a white boy in a fair scholarly competition. Also resented the teacher who yelled at the unruly students saying they were acting like a bunch of "wild Indians", yet the only quiet children in the room were the Indian students.

Powless had just returned from an all-Indian workshop in Corland where Indian educators got together to discuss the teaching of Indian culture--arts and crafts, and language. He said they so enjoyed themselves they talked into the night never realizing the many hours that passed. Ray Fadden was a guest lecturer.

He feels that the one hour of released time each week is inadequate to the task of reinculturating the Indian youth.

Powless related the case of a native teacher of 40 years--an Onondaga Indian woman--who criticized him for his long hair--said she--"why do you advertise your Indian-ness?" She has been brainwashed to think "Indian" is something to be ashamed of--Powless is not ashamed. He is ashamed of her by contrast.

PROGRAM CERTIFICATE

ST. LAWRENCE UNIVERSITY

U. S. DEPARTMENT OF EDUCATION
TRAINING PROGRAM
JULY 12 - JULY 30, 1971

THE AMERICAN INDIAN STUDENT IN HIGHER EDUCATION

We hereby certify that

_____

has completed this training program.

STAFF MEMBERS

Arthur Einhorn, M. A., Jefferson Community College
Jack A. Frisch, Ph. D., Wayne State University
Robert N. Wells, Jr., Ph. D., St. Lawrence University

GUEST LECTURES

Frederick O. Gearing, Ph. D., State University of New York at Buffalo
Arthur M. Harkins, Ph. D., University of Minnesota
Beatrice Medicine, M. A., San Francisco State College
Samuel Stanley, Ph. D., Smithsonian Institution
Robert K. Thomas, M. A., Monteith College, Wayne State University
John T. Vance, LL. B., U. S. Indian Claims Commission

Frank P. Piskor
PRESIDENT

Robert N. Wells, Jr.
DIRECTOR

EVALUATION FORMS

Evaluation Summary

A summary of items 18 through 23 on the evaluation sheets yields some preliminary information which we feel can be of specific benefit in directing future activities. Thirty-three evaluations were completed.

Item 18

Thirty-two evaluators answered this question. Ratings were:

Outstanding Program - 7
Very Good Program - - 16
Good Program - - - - 8
Adequate Program - - 1
Poor Program - - - - 0

As a preliminary measure, we assigned a value of 4 to an "outstanding" rating, progressing down to a 0 for a "poor" rating. With thirty-two responding to the question, the maximum rating would be 128. The rating received was 93, or about 73% of maximum.

Item 19

Thirty-two evaluators responded to this question. Assuming our objectives of positive usefulness of this program, as a preliminary measure we have assigned a value of 2 for a "very useful" rating, a value of 1 for a "fairly useful" rating, and a zero value for others. Responses were:

"very" - - - - 22
"fairly" - - - 8
"not at all" - 0
"don't know" - 1

The maximum value would be 64, and the rating received was 52, or 81% of maximum.

Item 20

Thirty-two evaluators responded to this question. In each case, we assigned a value of 4 for most value, down to 1 for the lowest value.

With a maximum potential of 128 points in value for each area, the following ratings were received:

Content - - - - - 67 (52% of maximum)
Attitude Change - 96 (75% of maximum)
Methodology - - - 40 (31% of maximum)
Communication - - 95 (74% of maximum)

The program objectives of attitude change and communication did emerge as the dominant aspects from the participant's point of view.

Item 21

Thirty-four responses were received, with one evaluator responding to 2 choices. With no responses to choice #1, with 31 responses to #2, and three responses to #3, it would seem apparent that the program was well integrated with the participants' previous background and experience.

Item 22

Thirty-two evaluators responded to this question.

With a five point scale, we assigned a value of five to the outstanding rating, progressing down to one for poor. In this preliminary look, we assumed that omissions served to indicate a lack of positive regard for the question, and a value of zero was given here. Item H did receive 10 responses, but did not seem to apply specifically enough to be included in this first view. Item O was also excluded. The maximum value attainable was 160.

Values received, and percentages of maximum were:

A - 115 (72%)	H - N/A ---
B - 71 (44%)	I - 102 (64%)
C - 114 (71%)	J - 88 (55%)
D - 91 (57%)	K - 123 (77%)
E - 113 (70%)	L - 124 (77%)
F - 123 (77%)	M - 75 (47%)
G - 134 (84%)	N - 67 (42%)

In order of strength, these areas appear as follows:

(1) G	(4) A, C, E	(7) J
(2) L	(5) I	(8) B, M
(3) K, F	(6) D	(9) M

Item 23

With 31 evaluators responding, three felt that the program was too long, two stated that it was too short, while twenty-six judged it to be about the right length.